ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 1/27/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002449	N.A.	N.A.

4. AUTHOR(S):
Office of Napa County Superintendent of Schools

5. TITLE OF DOCUMENT ABSTRACTED:
Rural Teacher's Guide

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Napa County Board of Education,
ST. CITY, STATE Napa, California

9. PUBLISHER OR SOURCE
Office of Napa County Supt. of Schools, Napa, California

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	3/64	41

TELE. INST/LOC CODE EXT.

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
Teacher's Guide

16. INDEXING TERMS (6-12)

rural schools	multigraded class	disciplinary actions	teacher responsibilities	
	teaching materials	library facilities	administrative role	
	resource materials	rural education		

17. ABSTRACT (MAX. 250 WORDS)

Teachers and local boards of Napa County's rural schools are placed in the position of providing educational leadership to the communities which lack guidance school administrators. Resources available from the county superintendent and materials available from local schools are listed.

The superintendent provides a county consultant to aid in curriculum development. Psychological services are provided by a county psychologist who makes regular visits to the schools. A nurse helps with health records. The teacher is provided with a basic course of study and teaching guides. Audiovisual and library loan materials are available on request. Records are the responsibility of the local school boards. Most school supplies are ordered through the Superintendent of County Schools. A cumulative record with grades, personal data, achievement test scores, health records, and interviews should be kept for each pupil.

In multigrade schools broad areas of experience should be planned, and subjects should be combined whenever possible. Areas in which several grades can work together include: language, art, music, social studies, science and health, and physical education. The teacher is given responsibility for disciplinary actions such as suspensions and expulsions.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZAT...	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

207-070 O - 66 - 9

E R-6 a
A1
1964

RURAL TEACHER'S GUIDE

ED002449

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

OFFICE OF

NAPA COUNTY SUPERINTENDENT OF SCHOOLS

PIERCY C. HOLLIDAY

RECEIVED

MAR 2 4 1964
CURRICULUM LABORATORY
California State Department of
Education

RURAL

TEACHERS'

GUIDE

RECEIVED
MAR 2 4 1964
CURRICULUM LABORATORY
California State Department of Education

EDOO 2449

March 1964

Office of
NAPA COUNTY SUPERINTENDENT OF SCHOOLS
Piercy C. Holliday

TABLE OF CONTENTS

FOREWORD	P. i
MESSAGE FROM SUPERINTENDENT	P. ii
ORGANIZATIONAL RELATIONSHIPS AND MAJOR AREA OF RESPONSIBILITY	
County Board of Education	P. 1
Local District Board	
Teacher-Principal	P. 2
Office of Superintendent of Schools	
SERVICES PERFORMED BY OFFICE OF NAPA COUNTY SUPERINTENDENT OF SCHOOLS	P. 3
DESCRIPTION OF SERVICES PERFORMED	
Curriculum Coordination and Consultancy	P. 4 - 7
Psychological Services	P. 8 - 9
Health Services	P. 10
Course of Study	P. 11
Teaching Guides	P. 12 - 13
Audio-Visual Services	P. 14
Library Services	P. 15 - 16
Business Administration	
Pupil Attendance Reporting	P. 17
School Supplies	P. 18
State School Registers	P. 19
Permanent Records	P. 20
District Transfer of Pupil	P. 21
Admittance of Pupils to School	P. 22
CREDENTIALS	P. 23 - 24
WHAT A SUBSTITUTE MAY FIND IN A SCHOOL WHEN REPORTING FOR WORK	P. 25 - 26
INSTRUCTIONAL PROGRAMS	P. 27 - 29
TIME ALLOTMENTS	P. 30 - 31
DISCIPLINE	P. 32
SCHOOL BOARD REGULATIONS AND POLICIES	P. 33 - 36
GENERAL HELPFUL HINTS	P. 37

FOREWORD

This guide is a reference for teachers, administrators, and members of local boards of education. It identifies the general responsibilities and roles of each group in carrying on the best possible education program for the children in a school district. Situations which arise in the every-day administration of a school are included.

It is hoped that the guide can be utilized for ready reference. Because of the complexity of the total process of education, obviously a guide of this kind cannot include every situation arising in the operation, administration, and educational program of each school. Content for areas covered herein is intended to be positive and helpful in nature. It is in this spirit of helpful cooperation that this guide is presented to those engaged in the education of children in the rural areas of Nape County.

MESSAGE FROM SUPERINTENDENT

Throughout the United States, the State of California, and Napa County, people concerned with the responsibility of providing education for our youth are constantly faced with the crises of social and educational change. In order to meet these crises we must utilize every resource available. If we do not, it is impossible to provide the equal educational opportunities that all youth deserve. When we assume the responsibility of educational leadership we are mandated to know our legal responsibilities, the educational processes for curriculum change and development, aspects of school finance, and human behavior.

It is impossible for all to be authorities on the complexities of today's education; therefore, we must become specialists and be capable of calling upon other specialists in order to develop an optimum educational program for today's youth.

The teachers and local boards of trustees in Napa County's rural schools are placed in the position of providing educational leadership in the communities without the guidance of school administrators. This publication has been developed to assist them in the full utilization of resources from the office of the County Superintendent of Schools so that they may better understand school administration and curriculum.

The County Office of Education believes that schools should be governed locally by the people they serve and should provide the finest education the taxpayer's dollar can buy. The personnel of the office of the County Superintendent of Schools may be called upon at any time to provide the functions which will enable local districts to better govern their schools.

Percy C. Holliday

Napa County Superintendent of Schools

ORGANIZATIONAL RELATIONSHIPS - - - MAJOR AREA OF RESPONSIBILITY

Napa County Board of Education

General responsibilities are designated the County Board by the State. (See Ed. Code, Sections 651-707.) These include:

1. Responsibility for the instructional program. The County Board adopts a Course of Study which must be followed by Schools.

2. The County Board must enforce use of State Textbooks. They also approve supplementary books, library books, and other instructional materials used in the schools.

Local District Board of Education

The local district board of education also has specific responsibilities. The Office of the County Superintendent of Schools is always willing to assist as needed, but the district board's responsibilities include:

1. Directing the total operation of the school.

2. Hiring a teacher who, in a one-room school, is also principal.

3. Establishing policies relative to school calendar and length of school day, transportation of pupils, school discipline, and procedure for fire drills.

4. Determining what method will be used for reporting pupil progress to parents (report cards, parent conferences, or both).

5. Specifying procedure to be followed by the teacher-principal in obtaining a substitute teacher.

6. Evaluating, professionally, the teacher-principal.

7. Sharing with the teacher the responsibility for the care of state and county books and for the collection of money in payment of willful or negligent damage or loss of a book.

ORGANIZATIONAL RELATIONSHIPS - - - MAJOR AREA OF RESPONSIBILITY

School
Teacher-Principal

The teacher-principal of a school is responsible for:

1. Supervision and administration of the school.

2. State School Register and Attendance Records. (Specific directions and procedures, pages 1-8, Register: Annual Report, page 5, Section I, Annual Reports.)

3. Cumulative record folder for each child. This contains test results, pertinent information, scholastic and health records, etc.

4. Proper transfer procedures when a pupil goes to another school or district.

5. Presence at school at least thirty minutes before scheduled time for opening, allowing pupils in classroom.

6. Supervision on playgrounds before and after school and at noon and recesses. (All pupils are required out of school building during recess periods, except for health reasons.)

7. Administration of reasonable discipline as outlined by Board. (Rules and Regulations of State Board of Education. See Section 23, page 8, Register.)

8. Dismissal of child who has symptoms or illness or communicable disease.

Office of Napa County
Superintendent of Schools

The Office of the County Superintendent of Schools is coordinated by its staff in a cooperative effort to further equalized educational opportunity in the schools of the county and to provide educational services to the schools.

The County Superintendent of Schools is responsible for:

1. The operation and services of his professional staff.

2. The implementation of policies established by the County Board of Education.

SERVICES PERFORMED BY THE OFFICE OF NAPA COUNTY SUPERINTENDENT OF SCHOOLS

I CURRICULUM SERVICES

(a) Curriculum Coordination and Consultancy
(b) Child Guidance and Welfare, including testing program
(c) Health Services
(d) Curriculum Research
(e) Course of Study
(f) Teaching Guides
(g) In-Service Education
(h) Professional Library

II CURRICULUM INSTRUCTIONAL MATERIALS CENTER

(a) Audio-Visual Services
(b) Schools Library Service

III BUSINESS ADMINISTRATION

(a) Audit of Warrants
(b) Purchasing Standard School Supplies
(c) State and Federal Reports
(d) District Budgets
(e) Attendance Accounting
(f) Internal Budgeting
(g) Payroll Accounting
(h) Milk Program Accounting

IV CREDENTIALS AND RETIREMENT

(a) Credential Registration
(b) Credential Renewal
(c) Life Diplomas
(d) Temporary Certificates
(e) Retirement Processing

V MISCELLANEOUS SERVICES

(a) Publications
(b) Teacher Placement Screening
(c) Special Education (SMR, EMR Programs)
(d) Interpretation of School Law
(e) Student Work Permits
(f) School District Elections

DESCRIPTION OF SERVICES PERFORMED

CURRICULUM COORDINATION AND CONSULTANCY

A general elementary curriculum consultant is assigned to your school by the Napa County Superintendent of Schools. Through your contacts with this individual all other professional curriculum persons are also available to you. For example, should you wish specific help in a particular area of the curriculum beyond that which the general consultant is able to offer you, the services of another staff member may be secured to help in the specific area of concern.

The philosophy of the county consultant is that he is a co-worker to help in whatever way you feel he/she can help. He is not a "supervisor" and has no responsibility in the area of teacher evaluation. Staff members consider it a sign of strength for a teacher to ask for help in solving the many problems related to providing the best possible educational opportunities for children.

You may wish your consultant to work with you in these areas:

I. Orienting a new school and/or program.

II. Planning:

- A. Daily schedule.
- B. General goals and accomplishments for year in specific areas such as social studies, health and safety, reading, and arithmetic.
- C. Ways of grouping pupils.
- D. Teacher-pupil plans
  1. Long-time.
  2. Daily.
  3. Individual.

"A well-disciplined classroom is one in which individuals and the group are working in terms of accepted purposes and needs."

E. Developing a reading program.

1. In general, where should each group be at the beginning, then at the end of the year?
2. What readers should each group read?
3. How can needs of children far above or below average best be met?
4. What can be done in the way of an individualized program?

III. Creating a desirable room environment:

A. Stimulating, learning centers of interest in several areas.
B. Good teacher-pupil relationships.
C. Good pupil-pupil relationships.
D. Satisfactory seating arrangement.
E. Healthful situation (ventilation, lighting, etc.)

IV. Applying what is known about how children learn.

V. Applying what is known about children's growth and development needs and their developmental tasks. (This includes checking their skills and abilities in physical development and organized games.)

VI. Studying the County Course of Study, best use, emphasis, integration of grades and subjects, etc.

VII. Considering teaching methods:

A. Planning, teaching, and evaluating a unit of work.
   1. A unit to give a broad scope.
   2. A unit for an intensive study.
B. Teaching a lesson in developmental reading.
C. Providing meaningful, independent seatwork.
D. Using charts and manipulative materials to give understanding in arithmetic.
E. Developing ability to think critically, make comparisons, and draw conclusions.
F. Handling pupil behavior (discipline) cases.
G. Using art, crafts, and music to better advantage in the regular classroom situation.
H. Making current events a vital part of the school program.
   1. Helping pupils be selective.
   2. Relating to social studies.
I. Improving language arts skills.
J. Developing science understanding through observations and experiments.
   1. Using scientific approach.
   2. Using books for reference.
K. Making health and safety meaningful.
L. Including dramatic play and rhythmic activities in social studies and language arts.

VIII. Meeting class and group needs:

A. How to meet a wide variety of abilities and interests in the same class group.
B. How to work with a small group and, at the same time, keep other pupils profitably busy.
C. How to help individuals who need special attention without harming the group.
D. How to change the behavior pattern of a group, to make it more productive.
E. How to help groups evaluate their own work.

IX. Studying groups and individual pupils relative to curriculum needs:

A. Use of tests – standardized, teacher, etc.
B. Records, check charts, etc.
C. Observation studies, pupil reports, etc.
D. Parent conferences relative to interests, attitudes, and what parents want the child to get out of school.
E. Using the consultant (when a child has an unidentified problem) to observe and record actions of the child in the classroom.
F. Using the consultant to teach so the teacher may observe child reacting to another individual.
G. Studying community background and influences.
H. Studying home background – experiences, siblings, etc.
I. Working as a team with principal, nurse, guidance consultant, etc., when pupils have special unmet needs.

X. Selecting curriculum to meet special individual needs of emotionally maladjusted children.

XI. Meeting curriculum needs of a typical pupil – low I.Q., high I.Q., physically handicapped.

XII. Making better use of audio-visual aids:

A. Motion pictures.
B. Filmstrips.
C. Recordings.
D. Tape recorder.
E. Charts and posters.
F. Flat pictures.
G. Others.

XIII. Using community resources:

A. Locating best resources and using effectively.
   1. People.
   2. Materials to bring to classroom.
   3. Places to visit.
B. Successful study trips.

XIV. Sharing teacher abilities. (This includes opportunities to observe teachers in other classrooms.)

XV. Evaluating:

- A. Teacher-pupil evaluation
  - 1. Daily.
  - 2. Periodic.
- B. Individual pupil evaluation.
- C. Evaluation of pupil with parent (also with both pupil and parent.)
- D. Teacher evaluation of her own competencies:
  - 1. What makes me a good teacher?
  - 2. What are my teaching liabilities?
  - 3. What are my assets?

Today, probably as never before, we stress quality education. No one stands still in the teaching profession and preparation is never complete. New materials and better methods are constantly emerging from research and experimentation. Even the master teacher constantly seeks new ideas, reassureance, and stimulation.

Your consultant may not "have all the answers," but he/she can work along with you in getting them!

PSYCHOLOGICAL SERVICES

One of the school psychologists of the county staff is assigned to make regular visits to your school. You will find it helpful to discuss with the psychologist any child who shows evidence of having problems. A child may be handicapped mentally or physically. emotionally disturbed, a non-achiever, or a behavior problem because of some cause which needs to be identified. The psychologist will willingly share with you the responsibility of diagnosing and planning for any child's special needs.

Psychological services include the following:

1. Administering psychological tests and consulting with children, parents, and teachers.
2. Analyzing individual records and problem cases.
3. Interpreting test results and making proper referrals where necessary.
4. Assisting with recommendations for assignment to special education programs.
5. Maintaining records of children served.

GROUP TESTING PROGRAM

A mandatory program of group testing is conducted in all schools throughout the state for fifth and eighth grades each year in October. A report of the results of the tests must be filed with the State Department of Education. Before the close of the school year, a form is sent from the County Office to each district. This serves as an inventory form to indicate the number of tests on hand and the number you wish to order.

Tests may be ordered directly from the publisher or the form may be returned to the County Office for ordering. Information relative to testing procedures, with a schedule of when tests are to be given, is sent you from the County Office at the beginning of the school year.

In addition to state-required standardized intelligence and achievement tests, other group tests may be given as needed. The Handbook of the Napa County Testing Program lists the tests which are recommended at each grade level by the County Testing Committee. It also suggests ways of using test results effectively.

SCHOOL HEALTH SERVICES

A County school nurse makes regular scheduled visits to your school and is also available to help with any special health problems.

The school nurse performs the following services:

Weighs and measures each pupil each year.

Gives vision screening to each pupil.

Gives dental screening to each pupil.

Tests the hearing of each pupil in grades 1, 3, 6, and 8.

Keeps health record of each pupil up to date.

Informs parents relative to public health recommendations for immunizations and helps parents secure immunizations when there is such need.

In addition to these services, the nurse works with school personnel to do whatever is needed and possible to improve the health and well-being of the children in the district. Sometimes this means special work with parents and sometimes it means getting the support of community and area organizations such as Crippled Children's Society, 20-30 Club, Community Projects, Public Health Department, Welfare Department, and other organizations.

The nurse is also a resource person to present health lessons to pupils, to discuss nutrition and good grooming habits, and assist in the planning and teaching in other areas related to health.

Details of a good health program are included in the School Health Services Manual.

Each teacher in the county must have a chest X-ray every two years. The County school nurse will notify each teacher when she must have the X-ray and where it can be taken.

COUNTY COURSE OF STUDY

Each elementary teacher in Napa County is provided with a copy of the Napa County Course of Study. A copy also is available to the district board. This Course of Study outlines the basic content of the instructional program in each educational area at each grade level in clear, concise, and definite form. The content outlined is within the State Framework for public education in California and is based upon the requirements contained in the Education Code.

The Course of Study is the direct responsibility of the County Superintendent of Schools, together with the County Board of Education, and all teachers in the county are required by law to use it. This is no burden, however, for teachers find it an invaluable guide in planning a basic program of classroom instruction, for enriching the program of an individual child or a group of children, and for use in evaluating work and checking to know that all concepts and skills for each grade level have been developed consistently and consecutively.

If used effectively, the Course of Study will serve as an invaluable guide to teachers in planning classroom instruction which will bring sound learning results for each child.

TEACHING GUIDES

The County Office published guides which supplement the Course of Study and also should be used for reference and for planning. In addition to the Course of Study, one of each of the following guides and bulletins has been supplied your classroom. If for any reason a title is missing, notify your consultant.

1. Alcohol and Narcotics
2. American Heritage
3. Art Guide
4. A-V Materials Catalog
5. Bulletin Boards
6. Good Discipline is Good Teaching
7. Handbook of the Napa County Testing Program
8. Napa County Board of Education Book Approvals
9. Napa County Guide to Educational Resources
10. Oral and Written Language (one for each grade)
11. Physical Education Handbook
12. Professional Books List
13. School Health Services Manual
14. Trees Native to Napa County

In addition to the above, social studies units are available on a loan basis for your classroom. These are as follows:

1st Grade - The Home, School, and Community

2nd Grade - Second Grade Social Studies Guide

Unit on Food
Unit on Clothing

3rd Grade - Napa County

Greater San Francisco Bay Area
Comparative Communities

4th Grade - Early California

5th Grade - Anglo America

6th Grade - Living in South America in an Air Age

Latin America
Global Georgaphy - Resource Materials

For use specifically in multi-graded schools are outlines suggesting how grades may be combined for social studies with alternate content from year to year.

INSTRUCTIONAL MATERIALS

I. AUDIO-VISUAL SERVICE

A.V. Materials Center - 1436 Polk Street, Napa - Telephone BAldwin 4-3151.

Basic instructional materials in most curriculum areas available upon request. These include films, filmstrips, models, study-prints (flat pictures), and equipment.

Scheduled delivery service is provided once per week to each school.

An A.V. Catalog listing all materials is in each school. All materials should be ordered on the standard A.V. order form and may be ordered as far in advance as a teacher desires.

Copy of order form is presented below:

DATES WANTED			DELIVER	WILL CALL	DO NOT WRITE IN THESE SPACES	
PREFERRED	NOT BEFORE	NOT AFTER			DELIVERY DATE	RETURN DATE
TEACHER						DATE OF ORDER
SCHOOL			DIST.	CO-ORD.		ORDER NO.
TYPE MTL.	CATALOG NO.	TITLE				
INDICATE BELOW ALTERNATE MATERIAL IF ABOVE ITEM NOT AVAILABLE						

OFFICE RECORD - DUE BACK

STOCK FORM 350

When ordering materials, please follow these procedures:

1. Indicate the preferred date for use of the material.

2. Indicate the earliest and the latest dates you can use the material in the "not before" and "not after" spaces. This is important because many times the material is not available on the exact preferred date. By indicating whether or not you can use this material ahead of time or after the preferred date, the A.V. Materials Center can usually deliver it to you.

3. The blocked-out sections are left blank, and choice of title and alternate are written in the last two lines.

II. LIBRARY SERVICES

The office of the Napa County Superintendent of Schools provides library services to the elementary schools it serves. The Napa County Schools Library is located at 1005 Jefferson Street, Napa - Telephone BAldwin 4-3151.

Pick-up and delivery service is provided through coordination with Audio-Visual Services to include a scheduled once-per-week delivery to each school.

The major collection of books consist of the following categories:

Enrichment Reading Books

(a) Fiction
(b) Biography
(c) Poetry
(d) Folklore
(e) Fiction Picture Books (Primary)
(f) Others

Supplementary Readers

Remedial Readers

Science Books

Social Studies Books

PERIOD OF LOAN

1. Readers - as needed.
2. Social Studies - duration of teaching unit.
3. Science - duration of teaching unit.
4. Enrichment Books - 6 to 8 weeks.

METHOD OF REQUEST FOR LOAN OF BOOKS

The Library functions best when requests for books are put in writing by the teacher. Two forms are provided for this purpose:

1. Book Requests – to be used for ordering unit materials
2. Reader Requests

Each teacher is given a code number and books loaned are stamped with this code number. (Please contact the librarian to determine your code number.)

Requests by telephone also are accepted. However, when ordering by telephone, the order should be given at least a week in advance, if possible. Forty-eight hours is needed for processing an order.

Every teacher is encouraged to visit the library and to select books in person. The library is open from 8:00 a.m. to 12:00 noon and 1:00-5:00 p.m. each Monday, Wednesday, and Friday, and 8:00 a.m. to 12:00 noon and 1:00-5:30 p.m. on Tuesdays and Thursdays.

PROFESSIONAL LIBRARY

The professional library also is located in the library building, 1005 Jefferson Street, Napa. Hours are the same as for the school library and teachers are welcome to use this library also. The secretary to the Director of Instruction will be glad to help you in obtaining materials.

BUSINESS ADMINISTRATION

Most of the business affairs conducted in the operation of schools become the responsibility of the local governing board. However, there are a few incidental reports for which the teacher-principal is responsible. These include Monthly Attendance Reports, Elementary Report, and Report of Milk Fund.

I. Pupil Attendance Reporting (general)

A. The Monthly Attendance Report supplied by the County Office should be prepared at the close of each school month as listed in your State School Register. The report is due in the County Office no later than the second Friday after the close of each school month.

B. The information listed at the top of the monthly report should be completely filled in, including the school month number, the dates of the school month, and the number of days taught.

C. Each attendance category should be filled in as appropriate to your district and totals computed as indicated on the report.

D. The days of attendance for apportionment should be listed as whole numbers or, in the case of Remedial Speech, as decimal fractions carried to the nearest 100th.

E. If an error is determined after the monthly report has been sent in to the County Office, a corrected report — so noted in the top margin — should be sent to the County Office.

F. These monthly attendance reports should be used as the basis for the preparation of the first and second period State reports of attendance and the annual State attendance report. The classifications on the monthly report correspond to the classifications on the State reports.

SCHOOL SUPPLIES

The purchase of school supplies is done by the County Superintendent of Schools. Orders are made out in February for the following school year with delivery made to the school during the months of July and August. Detailed instructions are provided with the supply list when you receive it in February.

Emergency purchases of items on the supply list which have to be made during the school year should be referred to the County Office for assistance in determining where they should be purchased.

Approval from the governing board should be obtained before making any purchases unless this responsibility has been delegated to you.

Items not on the bid list may be purchased from any source. It is advisable to check with the County Office for assistance when purchasing equipment or other major items.

STATE SCHOOL REGISTERS

The State School Register is a legal document for the purpose of recording attendance, absence, and other information for the proper control and operation of the public schools of the State of California. This document provides the attendance data on which apportionment of school funds is based.

State School Registers are obtained through the office of the Napa County Superintendent of Schools.

Complete instructions for keeping the State School Register are covered in pages 1 - 8 in the front of the register. Every teacher-principal should become completely familiar with these instructions.

Monthly Attendance Reports as required by the County Superintendent of Schools are filled in and sent in to the County Superintendent of Schools at the completion of each school month. You will list on these reports the total days of attendance and the number of days school was open during the month.

State Reports of Attendance are completed in January, April, and June, after the close of school. You will list on these reports the number of days of attendance and the average daily attendance for the period covered by the report. Sample reports are included for your assistance.

PERMANENT RECORDS

A Cumulative Record folder should be kept for each pupil. This folder (cumulative record) should include meaningful data regarding the individual:

(a) Personal data
(b) Record of achievement in school subjects
(c) Standardized test scores
(d) School attendance records
(e) Information about physical and emotional health
(f) Record of extra curricular activities, hobbies, and special talents
(g) Reports of conferences, including parent-teacher conferences, which give pertinent information of lasting value.

The permanent record should be continuous and factual, organized to enable the teacher to see the pupil's progress at a glance. Only objective comments relative to behavior which may be significant at a future time should be included.

Education Code 10752 states:

> Whenever a pupil transfers from one school district to another within the State, the cumulative record of the pupil, which may be available to the pupil's parent for inspection during consultation with a certificated employee of the district, or a copy of the record, shall be transferred to the district to which the pupil transfers; provided a request for such cumulative record is received from the district to which the transfer is made. DO NOT SEND THESE RECORDS UNTIL REQUESTED FROM THE RECEIVING DISTRICT.

DISTRICT TRANSFER OF PUPIL

I. When a pupil enters school from another district:

Pupil Directory Card is presented with the necessary information supplied by the parent or guardian. Parent or guardian's signature is necessary on the card.

This card is kept in the pupil's cumulative folder while he is in the school.

II. When a pupil leaves school or transfers to another:

Notice of Arrival of Transferred Pupil - This card is the other half of the Pupil Directory Card. When a pupil transfers to another school or leaves the school district, he takes this card, with the top section filled in by the teacher-principal, to the new school.

Upon the pupil's arrival, the new school fills out the lower section of the card and returns it to the former school. This card is also used to request Permanent Records and Health Records of the child. CAUTION: Do not forward permanent records with the pupil. Let the receiving school request them.

These cards are available through the Office of the Superintendent of Schools, 1436 Polk Street, Napa.

ADMITTANCE OF PUPILS TO SCHOOL

A child shall be admitted to the FIRST GRADE of any elementary school during the FIRST month of any school term if he is 5 years and 9 months of age on or before September first of the current school year. For good cause the governing board of a school district may permit a child of proper age to be admitted to a class after the first month of the school term.

HABITS AND DISEASE Ed. Code 10552

The governing board of any school district may exclude children of FILTHY OR VICIOUS HABITS or children suffering from CONTAGIOUS OR INFECTIOUS DISEASE.

DISABILITY INIMICAL TO WELFARE OF OTHER PUPILS Ed. Code 10552

The governing board of the school may exclude from attendance of regular school classes any child whose physical or mental disability is such as to cause his attendance to be inimical (hostile) to the welfare of other pupils.

INFORMATION CONCERNING PUPILS Ed. Code 10751

No teacher, principal, employee, or governing board member of any public, private, or parochial school shall give out any information concerning any particular minor pupil enrolled in the school in any class (grades K through 14) except under judicial process unless the person is one of the following:

a. parent or guardian of such pupil,
b. a person designated by such parent or guardian in writing,
c. an officer or employee of a public, private, or parochial school where pupil attends, has attended, or intends to enroll,
d. an officer or employee of the United States, the State of California, or a city, city and county, or county seeking information in the course of his duties,
e. an employee or officer of a public or private guidance or welfare agency of which the pupil is a client.

Restrictions imposed by this act are not intended to interfere with the giving of information by school personnel concerning

a. participation in athletics of other school activities,
b. scholastic or other honors, awards,
c. information to an employer or potential employer as to age, scholastic records, employment recommemdations (if applicable).

CREDENTIALS

All credentials for teachers must be registered with the County Superintendent of Schools. Failure to register your credential or to file an application with the County Board of Education for a temporary Teaching Certificate, if you have not received your credential from the State Department of Education, will delay or prevent payment of your salary.

Applications for initial credentials may be submitted to the State Department of Education through the credentials secretary at the office of the County Superintendent of Schools.

PROVISIONAL CREDENTIAL FOR FULL-TIME TEACHING

A district may hire a person with a provisional teaching credential only when a certificated person is not available.

The County Board of Education established the requirements for provisional credentials and it annually reviews the teacher needs of districts and re-evaluates the standards which will be acceptable for the coming year.

All applications for initial provisional credentials must be processed through the office of the Napa County Superintendent of Schools.

LIFE DIPLOMAS

A person who teaches 48 school months under a regular teaching credential may apply for a Life Diploma through the County Board of

Education. Forms may be obtained from the Credentials secretary, office of the County Superintendent of Schools. The application must be presented to the Napa County Board of Education for approval.

Questions regarding credentials should be directed to the Credentials secretary in the County Office.

WHAT A SUBSTITUTE TEACHER MAY FIND IN A SCHOOL WHEN REPORTING FOR WORK

Suggestions include:

I. Lesson Plans (day/week) - left in top drawer of desk.

A. Standard lesson plans should include:

1. Brief outline of work to be covered — objectives and assignments. (Especially if the teacher knows in advance that she/he will be absent.)

2. List of pupils in each working group and in each grade together with seating chart or other means of pupil identification.

3. Special yard, recess, noon assignments.

4. Outline of pupil responsibility (routines) paper monitor, passing out milk, flag salute, etc.

5. School Register (up to date and complete) in top drawer of desk.

6. Keys, textbooks, workbooks, paper supplies, etc. should be located in obvious places, readily accessible.

7. Name, phone number, and address of a person to contact in cases of emergency (usually the Clerk of the Board).

II. How to Obtain a Substitute

This procedure is somewhat individual with each school and district. A policy of procedure should be developed by the local governing board and the teacher-principal.

Good administrative practice indicates, however, that it should be the responsibility of the teacher to secure a substitute, chosen from the approved substitute list supplied by the Office of Napa County Superintendent of Schools. At the time the contact is made with the substitute, the teacher-principal has the opportunity to discuss plans and to provide the substitute with whatever information will be helpful. The substitute should be given whatever special instructions are not included in lesson plans, and should be advised where to locate the key to the building.

If the regular teacher-principal is not able to arrange for a substitute, the Clerk of the local governing board should be advised immediately. The substitute teacher should plan to teach the following day if she has not been otherwise notified by the close of the day.

III. Responsibilities of Substitute Teachers:

Approved substitutes, for the most part, are experienced teachers and are familiar with the Substitute Teachers Handbook which outlines major responsibilities and procedures to follow.

Generally, a substitute teacher can be expected to carry out the school program as outlined by the regular teacher. It is <u>not</u> advisable, however, to have a short-term substitute introduce new subject material. Short-term substitutes may bring in personal techniques and experiences, (stories, music, games) to enrich the work the regular teacher is doing.

The substitute teacher should leave a resume or brief outline of work and assignments completed, together with information arising from any unusual situation which might have developed in the classroom during the time he was in the school.

INSTRUCTIONAL PROGRAMS – MULTIGRADED SCHOOLS

The instructional programs for teachers of multigraded classrooms are approximately the same as those for a single grade. However, teachers in schools with many grades are faced with the special problem of combining subject matter to provide for the teaching of more than one grade at a time. For all pupils except first graders, broad areas of experience should be planned, and subjects should be combined wherever possible.

Areas where several grades can work together include: Language, Art, Music, Social Studies, Science and Health, P. E.

LANGUAGE – ART – MUSIC

Different grade levels may be given similar assignments and activities. A higher standard of performance should be expected, however, of the more mature pupils,

Music – use the all-grade edition of the State Text – (Together We Sing).

Language The themes in each language book of the State series are similar, many of them are parallel. For example, a lesson in using correct for in letter writing is included in each book. The skills are more highly developed, however, in each grade, progressively. Motivation may be developed for letter writing in all grades at one time, so that all the children write letters during language period. Some help and instruction will be general, some will be to groups, not necessarily by grade and individuals with special needs. Lessons related to story and poetry writing, etc., may be carried

out in a similar way.

Remember, a textbook should be thought of as a guide and a reference for help in forming concepts and learning skills, rather than as a book to be covered page by page.

Art - activities should be planned to include all pupils. They may be part of the Social Studies-Science-Language Arts programs. At other times special seasons or holidays will motivate the art: fall, Christmas, winter, spring, etc.

P. E. - activities should be planned for two groups - (grades 1-3 and 4-6). However, it is desirable that the entire group be kept actively engaged in planned physical activity. Explain the games or activities indoors so that the entire group can be kept actively engaged during the entire period. Have routines established: places to play, certain types of games, squad leaders to assume some responsibility, pupils to distribute equipment, safety regulations understood ahead of time, boundaries established, etc. (Refer to the P. E. Guides for suggestions and directions for playing games and performing physical fitness exercises.)

First grade pupils, especially those who have had no kindergarten experience, present a problem, particularly during the first half of the year. Their attention span is very short and there is little they can do at first by themselves. In the reading program, beginners should be grouped together, especially during the pre-primer and primer stages. The teacher should work with the beginners, give them seat work they know how to do, work with

another group, and then return to the beginners again.

Before teaching social studies and science, assign beginners work they can do successfully by themselves.

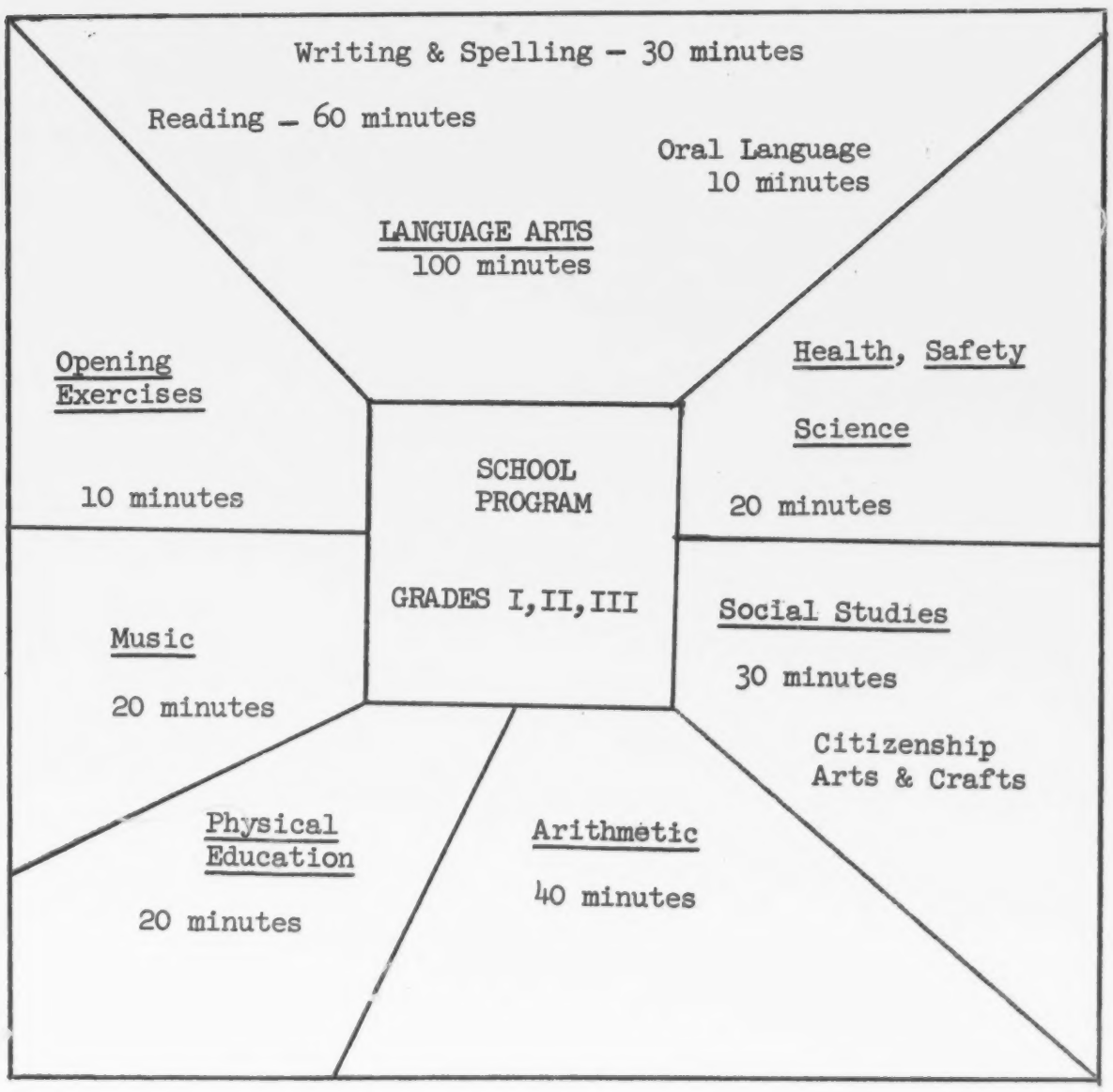
Older children can be trained to help the beginner with his independent work while the teacher is working with another group. OLDER CHILDREN DO NOT TEACH THE BEGINNER, BUT THEY CAN GIVE THE BEGINNER HELP.

EXAMPLE OF SCHOOL PROGRAM — TIME ALLOTMENTS

240 Minutes per day – Grades I, II, and III

Language Arts	100 min.
Health, Safety, Science	20 "
Social Studies	30 "
Arithmetic	40 "
Physical Education	20 "
Music	20 "
Opening Exercises	10 "

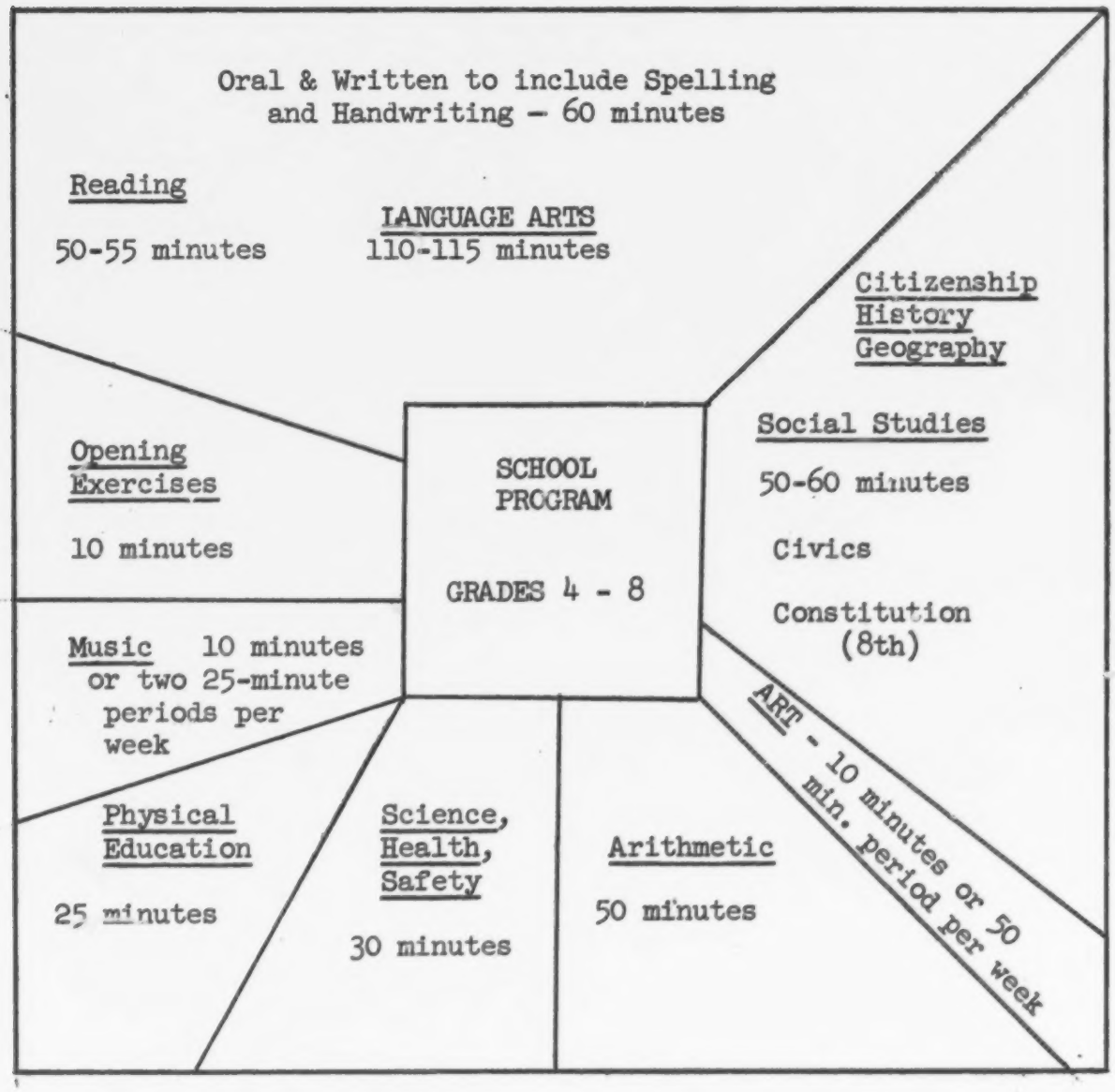
These time allotments EXCLUDE recess and noon lunch periods.



EXAMPLE OF SCHOOL PROGRAM — TIME ALLOTMENTS

300 Minutes per day — Grades 4 - 8

Language Arts	100 min.	
Social Studies	55 "	
Art	10 "	These time allotments
Arithmetic	50 "	EXCLUDE recess and noon
Science, Health, Safety	30 "	lunch periods
Physical Education	25 "	
Music	10 "	
Opening Exercises	10 "	



DISCIPLINE

For the most part policies and procedures concerning behavior problems in the schools are determined by cooperative planning between the teacher-principal and the local governing board. However, certain standards for behavior policies and regulations are governed by law. For handy reference these sections, taken from the California State Education Code, are listed:

Discipline Ed. Code 10606

The governing board of any school district shall SUSPEND or EXPEL pupils for misconduct when other means of correction fail to bring about proper conduct.

Any pupil who wilfully cuts, defaces, or otherwise injures in any way property, real or personal, belonging to a school district is liable to suspension or expulsion, and the parent or guardian shall be liable for all damages caused by the pupil. The parent or guardian of a pupil shall be liable to a school district for all property belonging to the school district loaned to the pupil and not returned upon demand of an employee of the district authorized to make demand.

Duration of Suspension Ed. Code 10607

No pupil shall be suspended from an elementary school for more than two consecutive weeks.

Expulsion Appeals to the County Board of Education Ed. Code 10608

If a pupil is expelled from school, the parent or guardian of the pupil may appeal to the Napa County Board of Education which shall hold a hearing thereon and render its decision. The decision of the County Board shall be final and binding upon the parent or guardian and the governing board expelling the pupil.

SUSPENSION OR EXPULSION Ed. Code 10601

Teachers may suspend for good cause any pupil from the school and shall report the suspension to the local governing board of the school district for review. If the action is not sustained by them, the teacher may appeal to the Napa County Superintendent of Schools whose decision shall be final.

GROUNDS FOR SUSPENSION Ed. Code 10602

Continued wilful disobedience, open and persistent defiance of the authority of the teacher, and habitual profanity or vulgarity upon school premises constitute good cause for suspension or expulsion from school.

DUTIES OF PUPILS Ed. Code 10609

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the school.

SCHOOL BOARD REGULATIONS AND POLICIES

The governing board of each school district shall prescribe and enforce rules not inconsistent with law or with the rules prescribed by the State Board of Education, for its own government. (Ed. Code 925)

Ed. Code

931 The governing board of each school district shall fix and and prescribe the duties to be performed by all persons in public school service in the school district.

946 The governing board of each school district shall employ a principal for each school under its control. (In one-teacher schools, the teacher is considered the principal.)

961 The governing board of any school district shall by rule and regulation fix the time and place for its regular meetings. Such action shall be proper notice to all members of the board of the regular meetings.

964 Annual Organizational Meeting. The governing board of each school district shall hold an annual organizational meeting on a day within the period of July 1 to July 15, inclusive. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to such July 1, and the board shall notify the County Superintendent of Schools of the day and time selected. The Clerk of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

At the annual meeting of the governing board, the board shall elect one of its members clerk of the district.

965 Special Meetings. A special meeting of the governing board of a school district may be called at any time by the presiding officer of the board, or by a majority of the members thereof, by delivering personally or by mail written notice to each member of the board and to each local newspaper of general circulation, radio or T.V. station requesting notice in writing. Such notice must be delivered personally or by amil at least twenty-four hours before the time of such meeting specified in the notice. The call and notice shall specify the time and place of the special meeting and the business to be transacted. No other business shall be considered at such meetings by the governing board. Such written notice may be dispensed with as to any member who at or prior to the time the meeting convenes files with the clerk or secretary of the board a written waiver of notice. Such waiver may be given by telegram. Such written notice may also be dispensed with as to any member who is actually present at the meeting at the time it convenes.

966 All meetings of the governing board of any school district shall be open to the public, and all actions authorized or required by law of the governing board shall be taken at such meetings and shall be subject to the following requirements:

(a) Minutes must be taken at all such meetings, recording all actions taken by the governing board. Such minutes shall constitute public records, and shall be available to the public. Until the governing board adopts such minutes as the official minutes, such minutes shall be labeled the unadopted minutes. The official minutes shall also constitute public records and shall be available to the public.

(b) A list of items that will constitute the agenda for all regular meetings shall be posted at a place where parents and teachers may view the same at least 48 hours prior to the time of said regular meeting, and in the case of special meetings, at least 24 hours prior to said special meeting.

967 Executive Sessions. The governing body of a school district may hold executive sessions to consider the expulsion, suspension, or disciplinary action in connection with any pupil of the school district, if a public hearing upon such question would lead to the giving out of information concerning school pupils which would be in violation of Section 10751 of the Education Code.

Before calling such executive session of the governing board of the district to consider these matters, the governing board shall in writing, by registered or certified mail or by personal service, if the pupil is a minor, notify the pupil and his parent or guardian, or the pupil if the pupil is an adult, of the intent of the governing board to call and hold such executive session. Unless the pupil, or his parent or guardian, in writing, within 48 hours after receipt of such written notice of intention, request that the hearing of the governing board be held as a public meeting, then the hearing to consider such matters may be conducted by the governing board in executive session. If such written request is served upon the clerk or secretary of the governing board, the meeting shall be public. Whether the matter is considered at an executive session or at a public meeting, the final action of the governing board of the school district shall be taken at a public meeting and the result of such action shall be a public record of the school district.

1017 The governing board of any school district shall insure against:
(1) Liability (other than a liability which may be insured against under provisions of Division 4, commencing with Section 3201, of the Labor Code, of the district for damages for death, injury to person, or damage or loss of property.)

1017 (Cont'd.)

(2) The personal liability of members of the board and of the officers and employees of the district for death, injury to a person, or damage or loss of property caused by the negligent act or ommission of the member, officer or employee when acting within the scope of his office or employment.

1052 The governing board of any school district shall prescribe rules not inconsistent with law or with rules prescribed by the State Board of Education, for the government of schools under its jurisdiction.

5353 Diplomas of graduation (grade 8) from elementary schools shall be conferred only upon the pupils who have completed the course of study prescribed.

5354 Elementary school diplomas granted by the governing board of a school district may be on blanks furnished by the Superintendent of Public Instruction or on forms provided by the district which shall be subject to the approval of the Superintendent of Public Instruction. All diplomas shall be signed by a majority of the members of the board or its designated representative. Facsimile signatures or signature stamps may be used for this purpose.

12822 The governing board of each district in accordance with rules and regulations of the State Board of Education, institute a testing program in the district and shall, except as otherwise provided in this section, select from the approved list the achievement, physical performance and intelligence tests to be used in the testing program. The county board of education shall select from the approved list of achievement, physical performance, and intelligence tests the tests to be used in the testing program of each elementary district which had less than 901 units of A.D.A. during the preceding fiscal year and each unified district which had less than 1501 units of A.D.A. during the preceding fiscal year, which district is under the jurisdiction of the county superintendent of schools of the county.

13469.1 Governing boards of districts shall provide by rules and regulations for industrial accidents and illness leaves of absence for persons employed in a position requiring certification qualifications. Such rules of regulations shall include the following provisions:

(a) Allowable leave shall be for not less than 60 days during which the schools of the district are required to be in session or when the employee would otherwise have been performing work for the district in any one fiscal year for the same accident;

13469.1 (Cont'd.)

(a) Allowable leave shall not be accumulated from year to year;

(c) Industrial accident or illness leave shall commence on the first day of absence;

(d) When a person employed in a position requiring certification qualifications is absent from his duties on account of an industrial accident or illness, he shall be paid such portion of the salary due him for any month in which the absence occurs as, when added to his temporary disability indemnity under Division 4 or Division 4.5 of the Labor Code, will result in a payment to him of not more than his full salary;

(e) Industrial accident or illness leave shall be reduced by one day for each day of authorized absence regardless of a temporary disability indemnity award;

(f) When an industrial accident or illness leave overlaps into the next fiscal year, the employee shall be entitled to only the amount of unused leave due him for the same illness or injury.

13502.5 The governing board of each school district shall adopt and cause to be printed and made available to each certificated employee a schedule of salaries to be paid.

The teacher-principal, for all practical purposes, is considered the administrator of the school and works in close cooperation with the local governing board of education.

The teacher-principal should become acquainted with board members and attend board meetings whenever possible.

The teacher-principal should consult with the local board before making any decisions which the board has not already given him full authority to make. Many school policies and procedures should be established cooperatively between the local board and the teacher-principal. It is the responsibility of the local board to establish policy, and the responsibility of the teacher-principal to carry out such policy.

It is especially important for a new teacher in the district to meet with the local board to determine the "frame of reference" within which he will be expected to function as the administrator of the school.

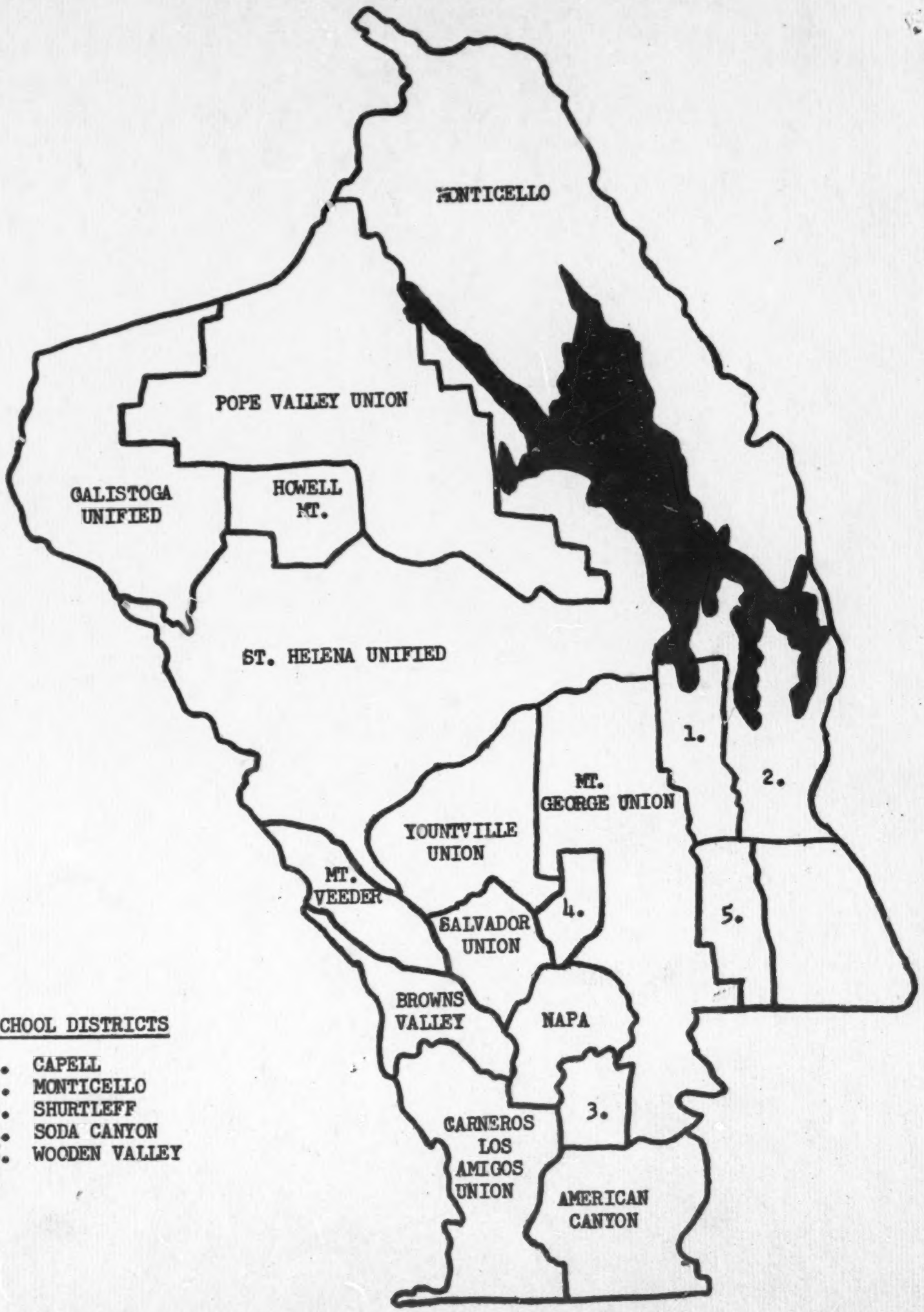
The services to schools from the Office of the Napa County Superintendent of Schools are intended in no way to conflict with policies and administrative procedures set up by the local board. A teacher-principal, therefore, should become very familiar with the distinction between the role of the County Office and that of the local governing board.

HELPFUL HINTS!

Whom to contact for information relative to:

What		Whom to Contact
Employment conditions, contracts, sick leave, sabbatical, special leave	–	Local Governing Board
Payroll and Retirement	–	Local Board and County Office
Liability Insurance (a) Workmen's Compensation (b) Group Health Insurance	–	Local Governing Board and County Office
Teaching Credentials	–	County Office
School Supplies	–	Local Governing Board
School Finances and Budget	–	Local Board and County Office
Curriculum (school program) (a) Educational matters (b) Health, Psychological, Guidance (c) Instructional materials (d) In-Service Education, Extension Courses, Professional Library	–	County Office

SCHOOL DISTRICTS IN NAPA COUNTY



SCHOOL DISTRICTS

1. CAPELL
2. MONTICELLO
3. SHURTLEFF
4. SODA CANYON
5. WOODEN VALLEY